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ABSTRACT

In fall and winter 1998, a survey was sent to the 162 full-time faculty at Westchester Community College (New York). The survey, which was designed and processed by the Higher Education Research Institute (HERI) at the University of California in Los Angeles, was also conducted on full-time faculty at public two-year colleges throughout the country during the same period. Eighty faculty members returned the survey in usable form giving a response rate of 49.4%. Results of the survey for the WCC faculty and nationwide are reported under nine headings: (1) background characteristics, (2) professional plans and accomplishments, (3) allocation of time, (4) reasons important in pursuing an academic career, (5) teaching practices and goals for student, (6) opinions about WCC, (7) opinions about academe in general, (8) job satisfaction, and (9) stress factors on the job. The most noteworthy aspect of this HERI faculty survey is the marked differences in responses between the sexes on many of the questions. These differences may be partially attributable to age, since a disproportionate number of female faculty are under fifty. Substantial differences exist in outlook, teaching methods, and attitudes about WCC and academe in general between the male and female faculty teaching at WCC. (VWC)

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ED 442 516

WCC Faculty Survey

1998-1999

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Executive Summary

In fall and winter 1998, a survey was sent to the 162 full-time faculty teaching at Westchester Community College. The survey, which was designed and processed by the Higher Education Research Institute (HERI) at the University of California in Los Angeles, also was conducted on full-time faculty at public two-year colleges throughout the country during the same period.

Eighty faculty returned the survey in usable form giving a response rate of 49.4%. The tables that appear throughout the text with the response rates to the right of each question should make quick reference possible. The results of the survey for the WCC faculty and nationwide are reported here under nine headings:

1. Background Characteristics
2. Professional Plans and Accomplishments
3. Allocation of Time
4. Reasons Important in Pursuing an Academic Career
5. Teaching Practices and Goals for Student
6. Opinions about WCC
7. Opinions about Academe in General
8. Job Satisfaction
9. Stress Factors on the Job

Among the most noteworthy results with regard to ***Professional Plans and Accomplishments*** is the fact that almost two-fifths (39.2%) of the responding faculty *considered taking early retirement* in the last two years. One-fifth (20.3%) had *one or more firm job offers*, and nearly one-fifth (17.9%) considered *leaving academe, altogether*. WCC will have many of the faculty around for a long time since almost one-third (32.5%) *plan to work beyond the age of 70.* With regard to accomplishments, over one-half of the faculty (53.3%) reported having published one or more articles. This is true, however, for a substantially higher percentage of men (61.0%) than women (44.4%).

When it comes to the ***Allocation of Time***, more than one-half (54.2%) reported having worked with students on a research project and almost one-fourth (24.6%) had taught an honors course. Almost half (49.4%) reported using E-mail daily or at least 2-3 times a week. This percentage, however, is substantially below the nationwide response rate of 69.2%).

In the case of ***Reasons Very Important in Pursuing an Academic Career***, *opportunities for teaching* is the most frequently cited *very important* reason (89.3%). Having *intellectual freedom* (81.3%) was close behind.

When it comes to ***Teaching Practices and Goals for Students*** over seventy percent (71.4%) of the WCC faculty cited *class discussions* as the most frequently used teaching method. Women, however, were far more inclined to use this method (80.9%) than men (64.3%). Next in order of use was *extensive lecturing*. The male faculty at WCC preferred this method (61.9%) far more frequently than women (41.2%). The most frequently used method of student evaluation was *essay mid-terms/finals*. A far higher percentage of WCC faculty (46.6%) used this evaluation method than nationwide (31.7%).

All of the WCC faculty agreed that the major goal for their students is *to develop their ability to think clearly* (100%), but a higher percentage of women (94.3%) cited *to prepare students for employment*, than men (79.1%). Conversely, over one-third of the men (34.9%) cited *to prepare for family* living compared to 25.7% of the women.

A battery of questions was asked on ***Opinions About WCC*** that the faculty felt were *very descriptive* of the College. Less than two-fifths of the faculty (38.4%) felt that the statement, *faculty respect each other*, was *very descriptive* of the College. A substantially higher percentage of men (22.0%) than women (2.9%) felt that the faculty was *at odds with the administration*. A substantially higher percentage of women (45.7%) than men (22.0%) felt the faculty was *rewarded for good teaching*.

With regard to ***Opinions about Academe in General***, almost twice the percentage of women (39.4%) agreed with the statement that *tenure is an outmoded concept* than men (20.0%). Nationwide, over two-fifths (43.5%) agreed with this statement. Three-fourths of the male WCC faculty (75.0%) agreed with the statement that *tenure is essential to attract the best*, compared to 60.6% of the women.

Substantially differences also occur between the sexes on what to teach. Almost three-fourths of the male WCC faculty (73.2%) agreed that *Western Civilization is the foundation of an under graduate curriculum* compared to 58.8% of the women. While ninety percent (90.7%) of the faculty agree that *a diverse student body enhances education*, a substantially lower percentage of men (82.9%) than women (100%) agreed with this statement.

When it comes to ***Job Satisfaction***, the aspect of the job that the greatest percentage of the faculty identified as either *very satisfactory* or *satisfactory* was *job security*. Almost the entire faculty (97.3%) indicated satisfaction. Almost ninety percent (88.0%) also were *very satisfied* or *satisfied* with the degree of autonomy and independence they had.

The three most frequently cited ***Stress Factors on the Job*** were *time pressures* (81.3%), *household responsibilities* (77.0%) and *lack of a personal life* (75.0%). A substantially higher percentage of women than men, however, felt these factors to be stressful.

Perhaps, the most noteworthy aspect of this HERI faculty survey is the marked differences in responses between the sexes on many of the questions. These differences may be partially attributable to age, since a disproportionate number of female faculty are under fifty. This factor, however, can not entirely account for the disparity. Substantial differences exist in outlook, teaching methods, and attitudes about WCC and academe in general between the male and female faculty teaching at WCC.

Marcia M. Lee, Ph.D.
Director, Office of Institutional Research and Planning
August 25, 1999

1998-99 Faculty Survey

Westchester Community College
August, 1999

This report summarizes the highlights of a survey conducted on full-time faculty at Westchester Community College in the fall and winter of 1998-99. The survey, designed and processed by the Higher Education Research Institute (HERI) at the University of California in Los Angeles, also was conducted on full-time faculty throughout the country during the same period. The results of the nationwide survey are reported along side those specifically obtained from WCC faculty to provide a comparison.

Methodology: In Fall 1998, the HERI sent surveys (see Appendix I) to the 162 full-time teaching faculty employed at WCC that semester. A second mailing was sent to non-responding faculty producing a total of 80 usable surveys with a return rate of 49.4%.

The demographic characteristics of the respondents are similar in most respects to what we know to be the case for the entire WCC full-time teaching faculty making it possible to say that the results of this survey are probably indicative of the entire faculty. For example, as shown in Table I below, 53.8% of the respondents were male, compared to 58.9% of the actual WCC count; 92.2% were *white (* 89.5% actual); 2.6% were *Black (*4.3% actual); 2.6% were *Hispanic (*2.5% actual); and 7.8% were Asians (3.7% actual). In the case of age, 29.8% of the respondents were under 50, compared to 27.8% of the actual WCC count.

Table 1 Respondents Compared to Actual Counts of Teaching Faculty

	Respondents	Actual Count
Male	53.8%	58.9%
Female	46.3%	41.1%
Asian/Pacific	7.8%	3.7%
Black	2.6%	4.3%
Hispanic	2.6%	2.5%
White	92.2%	89.5%
Full Prof.	39.2%	30.9%
Associate Prof.	22.8%	30.2%
Assist. Prof.	38.0%	38.9%
Under 50	29.8%	27.8%
50 and Over	70.2%	72.2%

With regard to academic rank, 39.2% were full professors (actual 30.9%), 22.8% were associate professors (actual 30.2%) and 38.0% were assistant professors (actual 38.9%). A review of the departments represented by the faculty showed responses from all departments on campus in approximate proportion to their actual numbers.

Results

The results of this survey are presented under six headings: (1) Background Characteristics, (2) Professional Plans and Accomplishments, (3) Allocation of Time, (4) Reasons Important in Pursuing an Academic Career, (5) Teaching Practices and Goals for Students, (6) Opinions about WCC, (7) Opinions about Academe in General, (8) Job Satisfaction, (9) Stress Factors on the Job.

Background Characteristics

Table 2 presents some additional background information on WCC faculty and faculty nationwide at public 2-year colleges.

Nearly one-third of the WCC faculty (31.2%) say they *commute a long distance to work*. About one-fifth (21.1%) say their *spouse/partner works in the same city*, a substantially smaller percentage than nationwide (43.3%). About one-fifth (21.1%) say their *spouse/partner is an academic, also substantially less than nationwide (29.5%).* Over a third (35.4%) have *held an academic administrative position.*

Most of the WCC faculty (95.0%) are US citizens, although a smaller percentage (87.5%) *were actually born in the U.S.A.* Well over two-fifths of the women (44.4%) *interrupted their career for health or family reasons* compared to only 2.4% of the men. Almost four-fifths (79.7%) are *currently married,* although one-fourth (25.0%) reported being divorced at some point in their life. Westchester Community College can plan to have many of the faculty around for a long time since one-third (32.5%) *plan to work beyond age 70*—not too dissimilar to their colleagues nationwide (28.5%).

Table 2 Background Characteristics

Full-time Faculty	# Respondents	Westchester Men	Westchester Women	Westchester Total	Public 2-yr Colleges Men	Public 2-yr Colleges Women	Public 2-yr Colleges Total
Commute long distance	80	34.9	27.0	31.2	29.0	26.1	27.6
Spouse works same city	76	21.4	20.6	21.1	44.4	42.0	43.3
Spouse is an academic	76	21.4	20.6	21.1	33.3	24.9	29.5
Held academic Admin. Post	79	39.5	30.6	35.4	27.6	20.1	24.1
Am a US citizen	80	97.7	91.9	95.0	97.8	97.1	97.5
Born in the USA	80	88.4	86.5	87.5	94.1	94.0	94.1
Interrupted career for family	78	2.4	44.4	21.8	11.2	38.6	24.1
Currently married	79	85.7	73.0	79.7	82.7	71.4	77.4
Divorced at some point	80	20.9	29.7	25.0	25.6	31.5	28.3
Plan to work beyond age 70	77	31.7	33.3	32.5	32.2	24.3	28.5

Professional Plans and Accomplishments

Career Plans: Table 3 presents information on the career plans of the faculty in the last two years. Almost two-fifths (39.2%) considered taking early retirement in the last two years. One-fifth (20.3%) had *one or more firm job offers,* and nearly one-fifth (17.9%) considered *leaving academe*, altogether. Over two-fifths (43.0%) reported *serving as a paid consultant,* and almost a fifth (19.0%) taught at 2 or more institutions in the same term. A full two-thirds (67.1%) reported *developing a new course in the last two years.*

On their career plans, male WCC faculty differ little from female faculty except when it comes to *considering leaving academe* or *teaching at 2 or more institutions in the same term.* Almost one-fourth of the men (24.4%) compared to one-tenth (10.8%) of the women *considered leaving academe,* and almost one-fourth of the men (23.8%) taught at 2+ institutions in the same term compared to only 13.5% of the women.

Table 3 Career Plans

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Considered early retirement	79	42.9	35.1	39.2	37.0	29.5	33.5
Had firm job offers	79	19.0	21.6	20.3	36.9	31.7	34.5
Considered leaving academe	78	24.4	10.8	17.9	35.9	33.9	34.9
Served as paid consultant	79	47.6	37.8	43.0	36.0	24.9	30.8
Taught at 2+ insts same term	79	23.8	13.5	19.0	26.4	20.2	23.5
Developed a new Course	79	64.3	70.3	67.1	65.2	61.7	63.5

Career Accomplishments: Table 4 presents information on career achievements of WCC faculty and of those nationwide. Over half of the WCC faculty (53.3%) reported having published one or more articles. This is true for a substantially higher percentage of men at WCC (61.0%), however, than women (44.4%). Compared to the nationwide response (42.2%), the faculty at WCC have been substantially more productive.

Table 4 Career Accomplishments

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Articles in acad. Journals	77	61.0	44.5	53.3	45.3	38.5	42.2
Chapters in edited volumes	73	21.0	20.0	20.5	14.7	14.8	14.6
Books, manuals, monograph	74	50.0	33.4	41.9	31.1	23.4	27.4
Exhibitions or performances	77	20.0	32.4	26.0	21.2	18.9	20.1
Prof. writings in last 2 years	77	30.9	31.5	31.2	23.2	21.9	22.6

Two-fifths (20.5%) of the WCC faculty reported having written chapters in an edited volume. Over two-fifths (41.9%) reported having written one or more books, manuals or monographs. Over one-fourth (26.0%) reported giving one or more exhibitions performances in the Fine/Applied arts, and over one-fourth (31.2%) reported having their professional writings published or accepted for publication in the last two years. All of these percentages substantially exceed those of the nationwide responses.

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Professional Plans and Accomplishments

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Career Accomplishments: Table 4 presents information on career achievements of WCC faculty and of those nationwide. Over half of the WCC faculty (53.3%) reported having published one or more articles. This is true for a substantially higher percentage of men at WCC (61.0%), however, than women (44.4%). Compared to the nationwide response (42.2%), the faculty at WCC have been substantially more productive.

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Chapters in edited volumes	73	21.0	20.0	20.5	14.7	14.8	14.6
Books, manuals, monograph	74	50.0	33.4	41.9	31.1	23.4	27.4
Exhibitions or performances	77	20.0	32.4	26.0	21.2	18.9	20.1
Prof. writings in last 2 years	77	30.9	31.5	31.2	23.2	21.9	22.6

Two-fifths (20.5%) of the WCC faculty reported having written chapters in an edited volume. Over two-fifths (41.9%) reported having written one or more books, manuals or monographs. Over one-fourth (26.0%) reported giving one or more exhibitions performances in the Fine/Applied arts, and over one-fourth (31.2%) reported having their professional writings published or accepted for publication in the last two years. All of these percentages substantially exceed those of the nationwide responses.

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(78.0%) reported writing memos and letters at least 2/3 times a week using a computer or the Internet. Approximately one-third of the faculty (31.6%) reported creating presentations on the computer at least 2/3 times a week.

Allocation of Time Spent At Work: Table 7 presents information on the allocation of time by faculty. For WCC faculty the largest percentage (64.1%) spent between 9 to 16 hours a week teaching. Almost half (49.4%) spent between 5 to 12 hours a week preparing for teaching. In the case of advising/counseling students, over one-third (36.7%) reported spending between 5 to 8 hours a week and another half (48.1%) reported spending between 1 to 4 hours a week.

Over two-thirds (68.4%) of the WCC faculty reported attending meetings or doing committee work 1 to 4 hours a week, and almost two-fifths reported spending between 1 to 4 hours a week doing research and scholarly writing. Over a third (35.6%) reported doing administrative work with substantially more women (40.0%) indicating they did so, than men (31.6%). Over two-fifths (43.7%) reported spending between 1 to 4 hours a week in *creative products/performances* with men indicating they spent substantially more hours per week in this endeavor than women.

Table 7 Allocation of Time

Full-time Faculty	# Respondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
9 to 16 hours/week teaching	78	66.6	61.1	64.1	44.3	51.9	47.8
5 to 12 hours/week preparing	79	51.2	47.2	49.4	50.6	48.0	49.4
1 to 4 hours per week advising	79	55.8	38.9	48.1	66.1	61.4	63.9
1 to 4 hours per/week meetings	79	67.4	69.4	68.4	68.2	62.4	65.5
1 to 4 hours per/week admin.	73	31.6	40.0	35.6	37.4	36.8	37.1
1 to 4 hours per/week research	71	41.7	34.3	38.0	25.8	28.6	27.2
1 to 4 hours per/week products	71	51.4	35.3	43.7	38.0	40.6	39.2

Reasons Very Important in Pursuing an Academic Career

Table 8 presents information on the reasons noted by faculty as *very important* in pursuing an academic career. In roughly the same percentages, WCC faculty hold similar reasons for pursuing an academic career as those faculty in other 2-year colleges throughout the country.

Opportunities for teaching is the most frequently cited reason given by WCC faculty. Almost ninety percent (89.30%) cited this as *very important* with 85.0% of the men and 94.3% of the women doing so. Having *intellectual freedom* (81.3%) and an *intellectual challenge* (80.3%) were close behind. A *flexible schedule* (73.3%), *freedom to pursue interests* (70.7%), and *autonomy* (69.7%) were runners-up. Not considered very important to the WCC faculty and nationwide were, *opportunities for research* (18.7%),

occupational prestige/status (24.0%) and *opportunities to influence social change* (36.0%).

Table 8 ***Very Important*** **Reasons for Pursuing an Academic Career**

Full-time Faculty	# Respondents	Westchester Men	Westchester Women	Westchester Total	Public 2-yr Colleges Men	Public 2-yr Colleges Women	Public 2-yr Colleges Total
Autonomy	76	73.2	65.7	69.7	61.7	64.8	63.2
Flexible schedule	75	77.5	68.6	73.3	63.1	73.3	67.9
Intellectual challenge	76	78.0	82.9	80.3	71.0	81.2	75.8
Intellectual freedom	75	85.0	77.1	81.3	70.9	76.0	73.3
Freedom to pursue interests	75	65.0	77.1	70.7	61.5	68.1	64.6
Opportunities for teaching	75	85.0	94.3	89.3	74.3	82.5	78.1
Opportunities for research	75	17.5	20.0	18.7	14.2	13.2	13.7
Occupational prestige/status	75	22.5	25.7	24.0	15.7	17.7	16.7
Oppty to influence soc. Change	75	32.5	40.0	36.0	23.1	31.8	27.2

Teaching Practices and Goals for Students

Instructional Methods: Table 9 presents information on instructional methods used in undergraduate classes. The response rates given by WCC faculty are similar to those given nationwide and show considerable disparity between men and women in their use of teaching methods.

Table 9 Instructional Methods Used

Full-time Faculty	# Respondents	Westchester Men	Westchester Women	Westchester Total	Public 2-yr Colleges Men	Public 2-yr Colleges Women	Public 2-yr Colleges Total
Class discussions	77	64.3	80.0	71.4	68.9	72.5	70.6
Computer/machine/aided instru.	77	19.0	28.6	23.4	23.8	29.6	26.5
Cooperative learning	77	28.6	48.6	37.7	33.1	52.5	42.2
Experiential learning/field stud.	76	2.4	20.6	10.5	16.1	23.5	19.5
Recitals or demonstrations	77	11.9	28.6	19.5	21.9	22.2	22.0
Group projects	77	19.0	31.4	24.7	19.8	26.2	22.8
Independent projects	77	16.7	34.3	24.7	27.6	31.8	29.6
Extensive lecturing	76	61.9	41.2	52.6	52.2	33.5	43.4
Student-developed activities	75	7.3	14.7	10.7	14.1	18.7	16.3
Student-selected topics	75	2.4	17.6	9.3	8.9	12.7	10.7
Multiple drafts of written work	76	4.8	26.5	14.5	10.9	20.4	15.4

Over seventy percent (71.4%) of the WCC faculty cited *class discussions* as the most frequently used teaching method. Women, however, were far more inclined to use this method (80.0%) than men (64.3%). Next in order of use was ***extensive lecturing***. The male faculty at WCC used this method (61.9%) far more frequently than women (41.2%). This disparity between the sexes also was true nationwide.

The other teaching techniques displayed in Table 9 were used far less frequently. The third most frequently cited teaching method was *cooperative learning* (37.7%). Here again, there was a substantial difference between the sexes. Only 28.6% of the men compared to 48.6% of the women identified this as a teaching method they used.

Student Evaluation Methods: Table 10 presents information concerning evaluation methods used by faculty. With the exception of the *use of essay mid-terms/finals*, the response rates of WCC faculty were similar to those used nationwide. For *essay mid-terms/finals*, however, a far higher percentage of WCC faculty (46.6%) used this evaluation method than nationwide (31.7%).

Quizzes (46.1%) and multiple choice mid-terms/finals (45.3%) also were cited frequently. Term papers (31.1%) and short-answer mid-terms (30.7%) were a distant third.

Table 10 Evaluation Methods Used

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Multiple-choice mid-terms/finals	75	45.2	45.5	45.3	45.0	44.8	44.9
Essay mid-terms/finals	73	45.0	48.5	46.6	31.2	32.3	31.7
Short-answer mid-terms/finals	75	31.0	30.3	30.7	31.6	26.1	29.0
Quizzes	76	35.7	58.8	46.1	50.2	44.9	47.7
Weekly essay assignments	74	22.0	23.3	27.0	17.6	26.5	21.8
Student presentations	75	19.5	41.2	29.3	22.8	32.6	27.4
Term/research papers	74	20.0	44.1	31.1	22.8	27.8	25.1

Faculty Goals for Students: Table 11 presents the most frequently cited goals faculty have for their students. Both at WCC and nationwide the most frequently cited goal is *to develop the ability to think clearly.* In fact, 100% of the WCC faculty listed this as a *very important* goal. The only goal where there was a substantial disparity between WCC and the nationwide response was *to develop moral character.* A far higher percentage of the WCC faculty (74.0%) cited this as a *very important* goal, compared to only 63.1% nationwide.

Of greater interest, perhaps, are the differences between men and women teaching at WCC. A far higher percentage of women (94.3%) cited as a *very important* goal *to prepare for employment*, than men (79.1%). A far higher percentage of women (82.9%) also cited *to develop moral character* than men (66.7%).

Conversely, over one-third of the men (34.9%) cited *to prepare for family living*, compared to 25.7% of the women and a substantially larger percentage of men (31.0%) cited *to teach the classics of western civilization* than women (17.6%). Over half of the women (54.3%) felt *enhancing out of class experience* was *very important* compared to only 42.9% of the men, and over three-fourths of the women (77.1%), but only 61.9% of the men, felt *enhancing appreciation of race/ethnic groups* was *very important.*

Table 11 Faculty Goals for Students

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Develop Ability to think clearly	79	100.0	100.0	100.0	99.1	99.6	99.3
Prepare for Employment	78	79.1	94.3	85.9	80.6	84.8	82.5
Prepare for graduate education	79	48.8	63.9	55.7	48.1	47.5	47.8
Develop moral character	77	66.7	82.9	74.0	58.4	68.5	63.1
Prepare for family living	78	34.9	25.7	30.8	23.4	30.1	26.6
Teach classics of western civ.	76	31.0	17.6	25.0	22.4	21.4	22.0
Help develop personal values	78	61.9	69.4	65.4	60.5	71.2	65.5
Enhance out-of-class experience	77	42.9	54.3	48.1	44.4	50.0	47.0
Enhance self-understanding	76	61.9	70.6	65.8	60.4	73.7	66.6
Prepare for respons citizenship	77	64.3	68.6	66.2	59.1	68.0	63.2
Enhance apprec of race/eth grps	77	61.9	77.1	68.8	50.8	72.6	61.0
Instill commitment to cmty svc	77	38.1	40.0	39.0	33.4	45.5	39.0

Opinions about Westchester Community College

Table 12 presents information on the attributes of the College that the faculty feel are *very descriptive* of the institution.

Less than two-fifths of the faculty (38.4%) felt that the statement, *Faculty respect each other*, was *very descriptive* of the College. A substantially higher percentage of men (22.0%) than women (2.9%) felt that *the faculty were at odds with the administration.* A substantially higher percentage of women (45.7%) than men (22.0%) felt the *faculty was rewarded for good teaching.*

Table 12 Attributes of WCC Noted As Being *Very Descriptive*

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Faculty Respect Each Other	75	34.1	44.1	38.7	41.7	45.2	43.3
Faculty at Odds with Admin.	76	22.0	2.9	13.2	19.9	13.7	17.0
Fac. Rewarded for Good Teach.	76	22.0	45.7	32.9	10.6	12.2	11.4
Easy to See Fac Outside ofc Hours	78	48.8	51.4	50.0	45.6	37.0	41.6
Most Stdnts Treated like Numbers	76	2.4	0.0	1.3	3.6	1.8	2.8
Great Conformity Among Students	76	7.3	5.7	6.6	11.3	7.6	9.6
Social Activities Overemphasized	76	2.4	0.0	1.3	4.1	1.9	3.1
Students Don't Socialize regularly	73	10.5	8.6	9.6	7.9	9.1	8.4

One-half (50.0%) of the faculty felt *it was easy for students to see faculty outside of the classroom,* and practically no member of the faculty (1.3%) felt that, *Most students are treated like numbers.* Only a small percentage of the faculty (13.2%) felt there was *great conformity among students*, and only 1.3% felt that *social activities were overemphasized.* On a related question, only 9.6% of the faculty felt that the statement that *students don't socialize regularly* was very descriptive of the College.

Opinions about Academe in General

Table 14 presents information on general opinions about academe held by the faculty.

On the issue of tenure, almost twice the percentage of women (39.4%) agreed with the statement that *tenure is an outmoded concept* than men (20.0%). Nationwide over two-fifths (43.5%) agreed with this statement. On the same subject, three-fourths of the male WCC faculty (75.0%) agreed with the statement that *tenure is essential to attract the best,* compared to 60.6% of the women. Nationwide there was little difference between the genders with 46.2% supporting this statement.

Table 14 Opinions About Academe In General

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Tenure is an outmoded concept	73	20.0	39.4	28.8	42.2	45.0	43.5
Tenure is essential to attract best	73	75.0	60.6	68.5	47.3	45.0	46.2
West Civ foundation of UG curric	75	73.2	58.8	66.7	55.8	49.8	53.0
Diverse stdnt body enhances educ	75	82.9	100.0	90.7	83.3	93.3	87.9
Diversity yields undrprep stdnt	73	30.8	14.7	23.3	32.5	19.1	26.2
College increases earning power	75	58.5	35.3	48.0	43.3	36.7	40.2
Computers ehance stdnt learning	76	85.7	94.1	89.5	86.9	90.3	88.5
Encourage stdnts to do cmty svc	74	72.5	88.2	79.7	81.5	87.8	84.4
Coll should help solve soc probs	74	57.5	58.8	58.1	54.6	61.4	57.8
College can ban extreme speakers	75	39.0	38.2	38.7	28.8	25.5	27.3

A far higher percentage of male WCC faculty (73.2%) felt *Western Civilization is the foundation of an under graduate curriculum* than women (58.8%). Nationwide and even smaller percentage (53.0%) felt this way.

Over ninety percent (90.7%) of the faculty agreed that *a diverse student body enhances education,* however, a substantially lower percentage of men (82.9%) than women (100%) agreed with this statement. On the same topic, a higher percentage of men (30.8%) than women (14.7%) agreed that *diversity yields under-prepared students.* Almost the same percentage of men and women (58.1%) agreed that *colleges should help solve social problems.*

A remarkably higher percentage of WCC men (58.5%) agreed that *college increases earning power* than women (35.3%), and a substantially lower percentage of men (72.5%) than women (88.2%) would *encourage students to do community service.* Both sexes agreed that *computers enhance student learning* (89.5%), although women felt so (94.1%) more than men (85.7%).

Freedom of speech is a value held dearly by both genders. Only 38.7% of the faculty agreed that *a college can ban extreme speakers.* In their overall political orientation, the largest percentage of the WCC faculty (44.6%) place themselves in the *middle-of-the-road.* However, a substantially higher percentage of women (38.9%) categorize

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themselves as *liberal*, than men *(26.3%)* and, conversely, a much higher percentage of men (23.7%) categorize themselves as *conservative*, than women 13.9%).

Job Satisfaction

Table 13 presents information on aspects of the job that the faculty indicated were either *very satisfactory* or *satisfactory*.

The aspect of the job that the greatest percentage of the faculty identified as either *very satisfactory or satisfactory* was *job security*. Almost the entire faculty (97.3%) indicated satisfaction. The next highest item was the category of *overall job satisfaction* with 90.7% expressing some degree of satisfaction! A substantially higher percentage of women (97.1%), however, expressed satisfaction than men (85.0%). Almost ninety percent (88.0%) also were *very satisfied* or *satisfied* with the degree of *autonomy and independence* they had.

Over four-fifths of the faculty (82.7%) were *very satisfied* or *satisfied* with their *working conditions*, and exactly four-fifths (80.0%) were very satisfied or satisfied with their *professional relations with other faculty*.

A smaller percentage expressed satisfaction with *relationships with the administration* (68.9%) and with *salary and fringe benefits* (69.7%). In both instances the differences between the sexes are noteworthy. In the case of *relationships with the administration*, only 61.5%of the men compared to 77.1% of the women expressed some degree of satisfaction. In the case of *salary and fringe benefits* only 58.5% of the men compared to 82.9% of the women expressed some degree of satisfaction.

Table 13 Aspects of Job Noted as Very Satisfactory or Satisfactory

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Job Security	73	94.7	100.0	97.3	69.6	68.6	69.1
Overall job satisfaction	75	85.0	97.1	90.7	75.9	80.1	77.9
Autonomy and Independence	75	85.0	91.4	88.0	83.1	85.6	84.2
Working conditions	75	85.0	80.0	82.7	70.2	70.8	70.5
Prof. Relations w/other faculty	75	75.0	85.7	80.0	76.6	79.2	77.9
Relationships with administration	74	61.5	77.1	68.9	57.1	63.5	60.1
Competency of colleagues	74	70.0	79.4	74.3	70.9	77.3	73.9
Salary and fringe benefits	76	58.5	82.9	69.7	51.7	57.5	54.4
Oppty for scholarly pursuits	69	59.5	68.8	63.8	56.3	53.3	54.9
Social relationships w/other faculty	69	56.4	73.3	63.8	62.8	68.0	65.2
Teaching load	74	62.5	61.8	62.2	56.3	54.0	55.2
Quality of students	75	22.5	28.6	25.3	27.7	37.4	32.3

Approximately the same percentage of male and female faculty felt some degree of satisfaction with the *teaching load (62.6%,* but a far higher percentage of women (73.3%) than men (56.4%) felt satisfied or very satisfied with their social relations with other faculty.

Faculty of both genders, however, are in agreement in approximately the same percentages on the least satisfactory aspect of the job. Only one-fourth of the faculty (25.3%) expressed some type of satisfaction with the *quality of students.* The results to the same question asked nationwide are similar. Less than one-third (32.3%) nationwide expressed satisfaction with the quality of students. This item was the lowest ranked item in satisfaction among all the items listed.

Stress Factors on the Job

Table 15 presents information on stress felt by the faculty. The three most frequently cited sources of stress for WCC faculty are (1) *time pressures* (81.3%), (2) *household responsibilities* (77.0%), and (3) *lack of a personal life* (75.7%). *Institutional procedures and red tape* (69.3%), *students,* (63.5%) and *personal finances* (62.2%) are close behind. At the bottom of the list are *marital friction* (34.7%), *child care* (35.1%), *illness or death of spouse* (10.8%) and *research and publishing demands* (9.5%).

Table 15 Sources of Stress On the Job

Full-time Faculty	# Resp-ondents	Westchester			Public 2-yr Colleges		
		Men	Women	Total	Men	Women	Total
Time pressures	75	75.0	88.6	81.3	77.3	86.6	81.6
Household responsibilities	74	66.7	88.6	77.0	67.7	80.9	73.9
Lack of personal life	74	67.5	85.3	75.7	72.2	82.3	76.9
Child care	74	35.0	35.3	35.1	32.2	33.7	33.0
Review/promote process	75	47.5	60.0	53.3	38.4	38.1	38.3
Personal Finances	74	62.5	61.8	62.2	61.0	64.1	62.4
Committee work	74	40.0	67.6	52.7	48.4	53.8	50.9
Colleagues	74	57.5	55.9	56.8	44.7	47.9	46.2
Inst. Procedures & 'red tape'	75	70.0	68.6	69.3	68.9	61.5	65.5
Teaching load	75	52.5	60.0	56.0	56.7	59.9	58.2
Marital friction	75	42.5	25.7	34.7	25.6	23.6	24.7
Illness or death of spouse	74	10.0	11.8	10.8	7.7	8.3	8.0
Keeping up with info. Tech.	73	70.0	72.7	71.2	68.7	77.0	72.6

The total percentages, however, mask some important differences between the sexes, again. Only two-thirds of the men (66.7%) listed *household responsibilities* as a source of stress, compared to 88.6% of the women. In similar percentages, only two-thirds of the men (67.5%) listed a *lack of personal life compared* to 85.3% of the women. In addition, a far higher percentage of women (88.6%) than men (75.0%) cited *time pressures* as a source of stress.

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As might be expected, both genders found the *review and promotion process* a source of stress (53.3%), although women felt so more than men; both found committee work a source of stress (52.7%), although women felt so (67.6%) far so than men (40.0%). About the same percentage found the *teaching load* (56.0%) and other *colleagues* (56.8%) a source of stress. Both genders agreed in almost identical percentages that *keeping up with information technology* (71.2%) was a source of stress.